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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) perceptions of elementary classroom teachers regarding the causes of reading retardation among black pupils; (2) the effects of visual training in learning disabled children; (3) the effects of three reading programs on underachieving students; (4) a survey of credit remedial English courses in two-year colleges; (5) variables relating to reading achievement in Title I students; (6) alternative modes of delivering supplementary reading services; (7) a remedial reading program for freshmen and sophomores in Venezuela; (8) readability for deaf college students; (9) an evaluation of functional literacy remediation; (10) a comparison of college students' reading gains in a developmental reading program using general and specific levels of diagnosis; (11) oral reading performance of mildly handicapped children; (12) parent involvement programs; (13) small group instruction compared to large group instruction; (14) group counseling for remedial reading students; (15) the language experience approach compared to other approaches for teaching reading to learning disabled students; (16) tutor behavior; (17) summer remedial programs; and (18) the reading and study skills program at Northern Illinois University. (MKM)

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Remedial and Compensatory Reading Instruction:

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Compiled by the staff of the

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PERCEPTIONS OF ELEMENTARY CLASSROOM TEACHERS REGARDING THE CAUSES OF THE HIGH INCIDENCE OF READING RETARDATION OCCURRING AMONG BLACK PUPILS

Order No. 8019441

BATTY, CONSTANCE WHEAT, ED.D. *University of Massachusetts*, 1980. 209pp. Director: Dr. Rudine Sims

The poor academic performance of students in urban schools causes concern for parents, school officials, and the general public. In particular, the reading performance of black students in city schools, when compared to national and state norms, continues to show a steady decline the longer students stay in school.

The purpose of this dissertation was to examine the perceptions of a sample of elementary classroom teachers regarding the causes of the high incidence of reading retardation among black students. Therefore, the major research question was: What are the current perceptions of classroom teachers regarding the causes of the high incidence of reading retardation occurring among black pupils?

In addition, the following subsidiary questions were examined: (A) Do more teachers perceive these causes to be attributable to in-school or to out-of school factors? (B) Do the expressed perceptions of teachers regarding the *major* cause of the high incidence of reading retardation among black pupils differ in kind and frequency from the causes of reading retardation explored with the greatest frequency by current researchers? (C) Do teachers' perceptions vary in relationship to their age, sex, educational background, ethnicity, experience, grade level or urban/suburban school location?

Data were obtained from an anonymous questionnaire distributed to elementary teachers who were employed in schools having at minimum a 40% black student population. The data were statistically treated using the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Streinbrenner and Bent, 1970).

Major conclusions were that teachers do not view themselves or the schools as largely responsible for the problem and that teachers view their professional training as adequate. In addition, most respondents seemed to believe that the cause of the problem lay in the characteristics of the black child, the black parent, the community and other factors over which the school has no control. The respondents' race related significantly to their perceptions of the schools, the process of schooling and to their view of the black child. Non-white teachers tended to express attitudes that the investigator considered to be less negative regarding the black child and that indicated a greater confidence in the schools' resources to change the pattern of failure. In addition, many teachers expressed opinions that are not in consonance with recent research.

Important implications of this study were that some teachers adhere to views that are reflective of racist and classist attitudes and further, that teachers view themselves not as change agents, but as reflectors of society. Teacher behavior can be affected by such attitudes and therefore such attitudes can impact negatively on student achievement. Other implications were that many teachers fail to keep abreast of current research and that teachers are concerned about negative attitudes expressed by the general public regarding teachers.

Recommendations made as a result of the study included the development of teacher training designed to increase teachers' acceptance of the cultural diversity within our society. Other courses recommended were those designed to foster an understanding of the impact that teachers and schools have on the academic achievement and lives of their constituents.

Other recommendations included suggestions for educational organizations to highlight successful reading programs for black pupils, increase parent participation, and to refine the teacher selection process.

A STUDY OF THE EFFECTS OF VISUAL TRAINING ON VISUAL PROFICIENCY, ATTENTION AND READING PERFORMANCE IN LEARNING DISABLED CHILDREN MANIFESTING READING RETARDATION

Order No. 8022096

BERCHEN, PHILIPPA, ED.D. *Columbia University Teachers College*, 1980. 169pp. Sponsor: Professor Robert Bowers

This study was conducted to determine the effects of a supplementary 13 week school-based program of visual training activities upon visual proficiency, reading competence, and attention in learning handicapped children manifesting reading retardation. Sixty nine subjects whose CAs ranged from 76 to 176 months and whose IQs ranged from 84 to 120 were assigned to one of three groups: (1) visual attention training, (2) conventional academic training, and (3) control. The results indicated no differences between groups in visual proficiency, modest differences in reading comprehension in favor of the experimental group, and significant differences in attention in favor of the experimental group. Although the obtained results cannot be generalized beyond this population, the research procedure used suggests a methodology that has relevance for teachers of children who require help to learn strategies of attending.

THE EFFECTS OF THREE DIFFERENT READING PROGRAMS ON UNDERACHIEVING STUDENTS

Order No. 8027651

BHATIA, SURINDER K., ED.D. *Brigham Young University*, 1980. 135pp. Chairman: Glen E. Thomas

The purpose of this study was to determine the effects of three reading programs (Ginn, Sullivan, and Engelmann-Becker Corrective Reading Program) on underachieving students from fourth through sixth grades in the areas of Vocabulary, Comprehension, Spelling and Composite Scores as measured by the *Gates-MacGinitie Reading Test* and the *Metropolitan Achievement Test*.

One hundred twenty underachieving students at Harris Elementary School, Tooele, Utah, were randomly assigned to one of three experimental groups using Ginn, Sullivan, and Engelmann-Becker reading programs and a control group receiving varied reading instruction. Pre to post mean score gains of approximately one year were obtained for each of the groups in each of the four areas. An analysis of variance showed no statistically significant differences in the effectiveness of the four programs.

A COMPARATIVE STUDY: FOUR METHODS OF READING PRACTICE AND THEIR EFFECT ON ACHIEVEMENT AND ATTITUDE

Order No. 8015344

BURLEY, JOANNE ELAINE, PH.D. *University of Pittsburgh*, 1979. 112pp.

The purpose of this study was to examine four methods of reading practice within a short-term, high intensity instructional reading program. Specifically, Sustained Silent Reading, Programmed Skill Development Kits, Programmed Cassette Tapes and Programmed Textbooks were compared to determine which method would yield educationally disadvantaged high school students higher reading achievement scores.

Secondly, students' attitudes toward reading were compared prior to, and after participation in one of the four reading practice groups.

The population used in this study consisted of eighty-five Upward Bound students who resided on a local university campus for six weeks during the summer. The population was composed of predominately Black male and female students enrolled in tenth, eleventh and twelfth grades. Those who participated in the Upward Bound program qualified as economically and educationally disadvantaged students according to the criteria established by the Department of Health, Education and Welfare.

Students were randomly assigned to one of four treatment groups. Each treatment group was divided in half forming two sections per group. Treatment groups were designated by the method of reading practice used. Reading instruction and practice was held daily for seventy-five minutes for six consecutive weeks. The actual reading instructional and practice time was sixty minutes daily with fifteen minutes provided for classroom procedures. Initially, reading instruction for each group was held for forty-five minutes with fifteen minutes for reading practice. The instructional time schedule was designed so that as the instructional time decreased by five minutes the reading practice time increased by five minutes. The time allotted for reading instruction and practice was changed each week for six weeks.

The instructional staff consisted of one reading consultant, one reading supervisor, four reading teachers and one reading specialist intern. Reading teachers were randomly assigned to one of the four treatment groups.

Reading achievement and attitudes toward reading for each group was determined from pretest, posttest mean scores on the Stanford Diagnostic Reading Test - Level III, Forms A and B (1974), and the Estes Attitude Scale (1974) respectively. Specific subtests used from the Stanford Diagnostic Reading Test were, Literal and Inferential Comprehension; Word Parts and Word Meanings Vocabulary, and Fast Reading.

The data collected were analyzed by analysis of covariance with pretest scores serving as the covariate.

The overall F-Ratio for Literal and Inferential Comprehension was statistically significant at .05 for the four treatment groups. The Scheffé post hoc comparison test revealed the Sustained Silent Reading group differed significantly at .05 from the Programmed Skill Development Kits group.

No significant difference was found between the four treatment groups on Word Parts and Word Meanings Vocabulary Subtests.

The overall F-Ratio for Fast Reading was statistically significant at .01 for the four treatment groups. The Scheffé post hoc comparison test revealed a significant difference at .05 between the Sustained Silent Reading group over the other three treatment groups.

The overall F-Ratio for the Estes Attitude Scale was statistically significant at .01 for the four treatment groups when measuring students' attitudes toward reading. The Scheffé post hoc comparison test revealed a significant difference at .05 between the Sustained Silent Reading group over the Programmed Cassette Tapes group.

The reliability coefficient of the Estes Attitude Scale was reported for this study at .86.

Overall, Sustained Silent Reading, as a method of reading practice, was more successful in improving reading achievement scores and reading attitude than Programmed Skill Development Kits, Programmed Cassette Tapes or Programmed Textbook groups.

A STUDY OF CREDIT REMEDIAL ENGLISH COURSES IN THE TWO-YEAR COLLEGES IN THE UNITED STATES

Order No. 8021205

BUTLER, MARGARET SCOTT, PH.D. *Indiana University of Pennsylvania*, 1980. 233pp. Supervisor: Robert G. Johnson

This study was conducted in an attempt to determine what is happening in the two-year colleges in the United States concerning remedial English. Separate questionnaires were sent to the administrator of remedial English and the instructor of remedial English in each two-year college listed in *Education Directory, Colleges and Universities 1977-78*. Special schools such as schools of business, dentistry, and music were omitted. Each college response was tabulated according to the college's accrediting agency and the accrediting agencies were used to make geographic comparisons. Every state in the United States is represented in the responses.

The investigation included the age and size of the college; the make-up of the student body, such as primarily urban, suburban, or rural; the control of the institution, such as state, local, independent-non-profit, private or state and local combination; the requirements for admission; the number of incoming freshmen; the percentage of students in one-year terminal, two-year terminal, and college parallel programs who take remedial English; the ratio of staff to students in remedial English classes; the financing of remedial English, such as regular budget, grant, federal aid; the age of the remedial English programs; the identification of students for remedial English, the identification of remedial English in the school catalog; the type of credit received for remedial English; the materials used in teaching remedial English and their rank of importance; and the degree of satisfaction by both administrators and instructors with their remedial English programs.

Broad conclusions, implications, and relationships were noted from the responses, among which are the following. Most of the two-year colleges that are more than fifteen years old are found in the West, and this association also has the highest percentage of schools with over 10,000 students. The highest percentage of the colleges use their own tests to identify students for remedial English. The highest percentage of schools give English credit and a letter grade for remedial English. A textbook is the most used material in teaching, and writing and re-writing rank first in the methods considered most important for use in teaching remedial. A higher percentage of instructors than of administrators are very satisfied or dissatisfied with their remedial programs.

RELATIONSHIP OF INSTRUCTIONAL SETTING AND ASSOCIATED VARIABLES TO READING ACHIEVEMENT FOR TITLE I STUDENTS IN A FLORIDA URBAN SCHOOL DISTRICT

Order No. 8029048

CHAMBLISS, CAROLYN ALFORD, ED.D. *The University of Florida*, 1980. 107pp. Chairman: Michael Y. Nunnery

Assistance to local educational agencies for compensatory education for children of low income families has been provided through Title I of the Elementary and Secondary Education Act (ESEA). The basic aim of most Title I programs has been to help Title I students learn the basic skills, more specifically, to increase their reading achievement. To bring about these reading achievement increases, local school administrators have been faced with making decisions about the operation and management of their Title I programs. Given the foregoing, the study focus was the relationships between administrative decisions concerning instructional setting and certain teacher variables and the reading achievement of Title I students. Specifically, the following primary question was investigated for each grade level, K-6: Is there a difference in reading achievement between students in Title I pullout classes and students in Title I mainstream classes? Since other variables could have contributed to the findings, secondary questions were also investigated: Is there a difference in reading achievement between students whose Title I teachers are experienced and students whose Title I teachers are inexperienced? Is there a difference in reading achievement between students whose Title I teachers have a positive opinion of their instructional setting and students whose Title I teachers have a negative opinion of their instructional setting? Is there significant interaction between and among instructional setting, teacher experience, and teacher opinion of the instructional setting in regard to reading achievement? Seven hypotheses were formulated from these questions.

The study was conducted in a large urban school district in northern Florida. Of the 11,645 students enrolled in the Title I program during the 1978-79 school year, 7,567 students who had both a pretest and a posttest reading achievement score and who could be identified with a single teacher participated in the study.

Data pertaining to the independent variables (instructional setting, teacher experience, and teacher opinion of the instructional setting) were collected from teachers on an investigator designed instrument. Data pertaining to the dependent and covariate variables (reading achievement posttest and pretest scores) were obtained from district test records. These data records were matched to group the participants according to the various levels of the independent variables. A 2 x 2 x 2 analysis of covariance with pretest reading achievement scores being used as the covariate was utilized as the technique for testing the hypotheses. Of the 49 analyses that were made (seven hypotheses for seven grade levels), 9 were significant at the .05 level of confidence, 32 were not significant at the .05 level, and the computations could not be completed for the remaining 8 because of insufficient data. It was concluded that there were no consistent relationships between reading achievement of students and the two types of instructional setting (pullout and mainstream), the two levels of teacher experience (experienced and inexperienced), and the two types of teacher opinion of the instructional setting (positive and negative). Additionally, there were no consistent interactions among the three variables. The general conclusion was that there was no logical pattern of relationship among type of instructional setting, level of teacher experience, and type of teacher opinion of the instructional setting and the reading achievement of Title I students.

ALTERNATIVE MODES OF DELIVERING SUPPLEMENTARY READING SERVICES TO COMPENSATORY EDUCATION STUDENTS IN RELATION TO READING ACHIEVEMENT AND COST EFFECTIVENESS

Order No. 8029050

CHAVOUS, PATRICIA GRIFFIN, ED.D. *The University of Florida*, 1980. 91pp. Chairman: James W. Longstreth

The facets of the problem investigated in the study were to determine if there were differences in reading achievement of Title I students, in a single school, who were provided services by two different modes of delivery: to determine if the variables of sex, race, ability, and socioeconomic status had a significant effect on the reading achievement of students; and to determine if there were differences in the cost effectiveness indices for each of the delivery modes.

The study was conducted in a small rural school district with the sample drawn from a single school in the district. The sample population included all of the Title I identified students in the school during the 1979 fiscal year. The students were randomly assigned to a Capital Intensive delivery mode group and a Labor Intensive delivery mode group. The Capital Intensive delivery mode consisted of a set of planned, individualized, and programmed procedures in which people and machine were used in an integrated manner to achieve results. The Labor Intensive delivery mode consisted of procedures for delivering services where the greatest monetary expenditure for input was for human effort. The criterion for program effectiveness was residual score for reading achievement as measured by the *California Achievement Test*. Cost data collected for the study included expenditures for salaries, materials and supplies, staff development, and indirect cost.

The primary data analysis techniques utilized were multivariate regression analysis and *t* test for difference between means. The multivariate regression analysis was used to test the effect of the delivery mode, race, sex, socioeconomic status, and ability on the dependent variables of Vocabulary subtest, Comprehension subtest, and Total Reading scores on the *California Achievement Test*. The *t* test was used to test the significance of the difference in mean cost effectiveness indices for each of the delivery modes.

The main effects for delivery mode were not significant at the .05 alpha level across the criterion variables. The main effects for ability and pretest score were significant at the .05 alpha level across the criterion variables. The main effects for sex and race were significant at the .05 alpha level when using the Comprehension score as the criterion variable. A significant F ratio for the interaction of effects for race and delivery mode indicated that there was at least one difference between the sets of means studied for the Vocabulary subtest. The analysis for Comprehension subtest indicated a significant interaction effect for sex and delivery mode. Again, the significant F ratio indicated at least one difference between the sets of means studied. The *t* statistic reported in the analysis for the difference in the cost

effectiveness means was not significant at the .05 alpha level.

The following conclusions are based on the results of the data analysis and must be considered within the limitations of the study. (1) The two delivery modes used in the study did not significantly effect students' reading achievement. (2) The reading achievement of compensatory students was effected more by the personal and social variables used in the study than by the mode of delivering reading services. (3) Students' ability level and initial achievement level were the most consistent predictors of success in the elementary compensatory reading program. (4) There was no significant difference in the cost effectiveness indices for the Capital Intensive delivery mode and the Labor Intensive delivery mode for reading services.

THE DESIGN AND IMPLEMENTATION OF A REMEDIAL READING PROGRAM FOR UNIVERSITY FRESHMEN AND SOPHOMORES IN VENEZUELA

Order No. 8014419

Di Vora, Mercedes E. Castillo, Ed.D. *University of Kansas*, 1979. 164pp.

The problem with which the School of Education of the University of Carabobo is confronted is the very likely existence of a sizeable group of students who possess reading abilities below the level required by the complexity of the reading material used for their university subjects, and who, therefore, find themselves unable to perform adequately in their academic activities.

The purpose of this study was to present the design and implementation of a remedial reading program for those students entering the School of Education of the University of Carabobo and showing reading deficiencies, and to present a program for training of a group of teacher-counselors to implement such a reading program. The need for the study was inferred from a survey of literature regarding reading problems of American students, due to the lack of research in this field in Venezuela. Assumptions for the study were established based on the same survey of literature.

In order to provide basic data and to test the validity of assumptions made, a test was conducted using a testing device designed for English-speaking students of Spanish as a second language. In agreement with the design of the MLA test, the form MA is the first level and was administered to 93 freshmen and form MB of the same test to 71 sophomore students. The total tested group had 164 students. Mean, standard deviation, upper and lower quartile and median data were derived from test results. An item analysis of the test results was undertaken. This item analysis was directed towards the determination and characterization of the types of reading deficiencies and their respective level in the tested sample. For this purpose, each test item was categorized in regard to the ability it measured within the reading skill context. The categories were established in accordance with the Elijah and Legenza (1978) taxonomy. An evaluation of reading speed has also been included in the interpretation of the test results.

Test results for Spanish-speaking Venezuelan students show higher scores and less dispersion than norms developed by English-speaking American students learning Spanish as a second language. Taking this difference into consideration, test results are deemed congruent with general norms developed by the test editor, although the range for the Venezuelan students was from percentiles 29 - 99 for form MA and 23 - 99 for form MB in contrast to the range for American students from percentiles 1 - 99.

Also, since all raw scores were equalized as converted scores, it is important to note that Venezuelan sophomores (187) scored higher than Venezuelan freshmen (184). Speed was a problem for half of the students. Approximately 40 percent of the students tested are the lowest in Translation of Figurative Language.

A somewhat smaller percentage, between 30 and 40 percent, have problems in Interpretative Comprehension or Inference. A smaller group, comprising 10 to 30 percent of the subjects, show deficiencies in Factual Understanding, particularly in the identification of main ideas.

The instrument tested was satisfactory and it can be used for the purpose of identifying those students who should take part in the reading program. Venezuelan university students seemed to present reading problems similar to those found by researchers among American college and university students. The design of the proposed program is believed to be flexible enough to accommodate individual variations in knowledge, personality and background of the students, providing for remedial reading activities, individualized and programmed reading instruction, flexible scheduling and avried reading materials. The voluntary participation of both students and teacher-counselors proposed for the program should tend to create a motivational factor contributing to the success of the program.

SYNTACTIC COMPLEXITY, VOCABULARY DIFFICULTY AND READABILITY FOR DEAF COLLEGE STUDENTS

Order No. 8023921

Drury, Alinda Marie, Ph.D. *The University of Rochester*, 1980. 125pp.

Deaf students, even at the post-secondary level, do not achieve reading skills comparable to their hearing peers. Assessment of their reading ability has traditionally been accomplished with the use of reading tests standardized on populations of hearing students. The current study was motivated by the need for a technique which is more diagnostic in nature and for use specifically with hearing-impaired populations. The construction of such a test, however, depends on the identification of factors that affect readability for deaf students. Two factors which have been shown to affect readability for hearing readers are syntax and vocabulary. While there is some evidence that these factors affect readability for deaf students, there is no research to date investigating their simultaneous effects. Psycholinguistic theory led the author to hypothesize a syntax by vocabulary interaction in addition to significant main effects for syntax and vocabulary individually.

The research reported here investigates the effects of two levels of both syntactic complexity and vocabulary difficulty and their interaction on deaf college students' reading performance. Four versions of a passage entitled, "The American Family," were written so that each passage represented one of two levels of both syntactic complexity and vocabulary difficulty. Each passage was approximately 400 words long. Simple syntax was defined as the use of simple, active, declarative sentences with simple conjunction. Complex syntax incorporated negation, passives, subordinate clauses, and avoided simple sentences. 27 words (approximately 25% of the total number of content words) were identified as appropriate for variation. Easy vocabulary items were words generally at the fourth grade level for hearing students (according to *The Living Word Vocabulary*, Dale & O'Rourke, 1976). Difficult vocabulary items were synonyms for the easy words, but generally at the eighth grade level. Reading levels of the passages (using the Dale-Chall formula) were estimated to be within the average reading ability of the subjects. A standard cloze procedure in which every seventh word was deleted was applied to each passage for a total of 50 deletions per passage.

A total of 120 profoundly deaf (minimum loss of 92 dB in the better ear) students equally representing three levels of English ability were selected from those attending the National Technical Institute for the Deaf, a post-secondary program. Subjects each read one of the four passages in its entirety and then completed the cloze task for that same passage. Cloze tests were scored for verbatim responses. Errors were assigned to one of six categories: (1) Synonymous; (2) Simple morphological error; (3) Syntactically acceptable, semantically unacceptable; (4) Semantically acceptable, syntactically unacceptable; (5) Unacceptable; (6) No response. A 3 (English level) x 2 (syntax level) x 2 (vocabulary level) ANOVA was computed for verbatim responses. A MANOVA was computed for frequencies of errors by categories.

Results indicate significant main effects for English, syntax, and vocabulary in the expected directions. There were no significant interactions. The lack of interaction is discussed in terms of two possible explanations: An interaction does not exist for these students because of how they learn English; and the cloze may be insensitive to such an interaction.

In general, for errors, the simpler the passage, and the better the English skills, the more grammatically acceptable the errors.

Implications for the selection and development of reading materials and diagnostic testing are discussed.

AN EVALUATION OF FUNCTIONAL LITERACY REMEDIATION IN LEON COUNTY

Order No. 8021098

Fairbanks, David Larry, Ph.D. *The Florida State University*, 1980. 110pp. Major Professor: Joseph Torgesen

This applied research project consisted of three interrelated strands of inquiry concerning the performance of students in two Tallahassee high schools on the first two administrations of the Florida Functional Literacy Test (F.L.T.). A quasi-experiment of the remedial programs provided for the failers of the 1977 F.L.T. was conducted using two dependent variables: F.L.T. percent correct and total reading score from the Woodcock Reading Mastery Test (W.R.M.T.). Results found that remediation led to significant improvements in F.L.T. performance but not in basic reading ability.

An analysis of the amount of gain in F.L.T. test scores between the two testing sessions which can be attributed to regression to the mean was also conducted. This analysis showed that up to 10 percentage points of F.L.T. improvement can be attributed to regression; and that a considerable number of remedial students will pass the F.L.T. on their second attempt because of this artifact.

Those students who passed the F.L.T. by a narrow margin (ten raw score points or less) were found to be reading at a 4.6 grade level. Those students who failed on their first attempt were reading at the 3.5 grade level. All groups showed similar gain in reading skills during the study; at the reading posttest the remedial students were reading at a 3.9 grade level; well below the pretest mean for the near passers. Despite this lack of growth in reading, all but 5 of 42 remedial students passed the second F.L.T. Considerable overlap between the groups in the distribution of reading abilities was also reported.

The concurrent validity of the F.L.T. was estimated as .63 based on the pretest correlation between it and the W.R.M.T. The overall test-retest correlation for the F.L.T. was .61 which can be considered acceptable given the one year delay between testing sessions. The classification reliability of the F.L.T. was estimated as .85 for borderline passers and .95-1.00 for the rest of the near passer continuum.

The reading achievement histories of these two groups of students, and a third which passed the F.L.T. by a safe margin, were described after a search of each student's cumulative record folder. As early as the end of the second grade, the mean reading level from the C.T.B.S. of the eventual safe passers was significantly better than that of the eventual failers. The near passers and failers did not reliably diverge in mean reading ability until the end of the fifth grade. The relative deficiency in reading ability reported for the failers arose from three time periods in their educational history. These periods were: prior to the third grade; during the fifth grade; and the period between the end of the seventh and the end of the tenth grades. The reading achievement of the failers was found to be the most stable of all three groups. This was due to the rarity of these students ever rising above the 30th percentile of the normative population.

COMPARISON OF COLLEGE STUDENTS' READING GAINS IN A DEVELOPMENTAL READING PROGRAM USING GENERAL AND SPECIFIC LEVELS OF DIAGNOSIS Order No. 8016531

FLIPPO, RONA FLEIG, ED.D. *The University of Florida*, 1979. 118pp. Co-Chairmen: Gordon D. Lawrence, Bruce A. Gutknecht

This study was designed to compare the effects of specific and general diagnosis on postsecondary students' progress in selected reading subskills after developmental instruction. Instruction was prescribed from the specific results of a diagnostic reading test for some students and from the general and more traditionally used results of a survey reading test for other students. The selected subskills were literal comprehension, inferential comprehension, word meaning, word parts, phonetic analysis, structural analysis, scanning and skimming, and fast reading, as measured by the Stanford Diagnostic Reading Test (SDRT), Blue Level (1976), and vocabulary and comprehension, as measured by the Nelson-Denny Reading (NDRT) (1973).

The sample in this study consisted of 226 students from an original group of approximately 450 freshmen enrolled in fifteen different sections of "Effective Reading" in the fall semester 1978 at the University of South Carolina's College of General Studies, Columbia, South Carolina. These students were required to take the 3 credit course because of low Stanford Achievement Test scores. Students were randomly assigned to experimental ($X = 112$) or control ($X = 114$) treatments. The nine instructors that taught the classes had approximately an equal number of experimental and control students in each of their sections. Experimental and control treatments were provided not by the instructors but by graduate assistants (supervised by the researcher) during lab time. All students were treated with two hours per week of classroom instruction with their instructor and one hour per week of lab instruction. Lab instruction was based on each student's individual prescription. On the basis of information from the subtests of the diagnostic instrument (SDRT), individual prescriptions for reading skill improvement were written for the experimental students. Only the information from the subtests of the survey instrument (NDRT) was used in writing prescriptions for the control students. The original diagnoses from the pretest information on students in both treatments were not altered in any way throughout the remediation. Both the control and experimental students had the same treatment, with the exception of the amount of diagnostic information available for counseling and prescribing instruction during lab sessions. The gain in the ten selected subskills of reading was measured by the pretest and posttest differences on the SDRT and the NDRT. A t-pool test was used at the .05 level of significance.

There was a statistically significant difference in the means of the gain scores of the experimental students in the subskills of literal comprehension, inferential comprehension, word meaning, phonetic analysis, structural analysis, and scanning and skimming. There was not a statistically significant difference between the means of the gain scores of the experimental students and the control students in the subskills of word parts, fast reading, vocabulary, and comprehension. However, on the subskills of fast reading and vocabulary, the observed gain of the experimental group was substantially higher than that of the control group, but not significantly higher at the .05 level.

This study's findings generally support the conclusion that post-secondary students do better in a developmental reading program that utilizes more specific diagnosis and prescription than in a reading program that utilizes more general testing of reading abilities. Additionally, gains made in certain reading skills may be reflected in the results of diagnostic reading tests and not in the results of the survey reading tests which are more commonly used.

SOCIAL FACILITATION INFLUENCES ON THE ORAL READING PERFORMANCE OF MILDLY HANDICAPPED SEGREGATED ELEMENTARY SCHOOL CHILDREN Order No. 8020658

GOTTLIEB, BARBARA WEINTRAUB, ED.D. *Northern Illinois University*, 1980. 93pp. Director: Marvin Powell

The purpose of the present study was to investigate the impact the presence of others has on the oral reading performance of mildly handicapped segregated school children. It was designed to test two competing theoretical explanations of the social facilitation phenomenon: Zajonc's (1965) theory which is predicated on the "mere presence" of an audience which is critical in effecting behavioral change; and Cottrell's (1968, 1972) theory which maintains the element of perceived evaluation as its salient factor in behavioral variation.

A sample of 24 mildly handicapped children from two suburban midwestern school districts participated in the present study. The children were equally divided between second and third grade reading levels, designated as such on the basis of school standardized test results. An additional 72 nonreading, nonhandicapped kindergarteners and 72 nonhandicapped regular class children from grades 3 through 6 also participated in this study.

Four treatment conditions were generated to investigate the competing audience ("mere presence") and evaluation theoretical explanations. They were: Alone/Evaluation: The subject was alone and instructed to read into a tape recorder for future evaluation by a reading specialist. Alone/No evaluation: The subject was instructed to read aloud for practice while the examiner did some paperwork in the far corner of the room. Group/Evaluation: The subject and 3 nonhandicapped regular class chronological age peers read a story in "round robin" fashion. Group/No evaluation: The subject read a story to 3 nonreading, nonhandicapped kindergarteners.

Performance criterion was the raw score error count (Gray, 1967; Spache, 1963) of the number of errors committed by the subject over the first 100 words read in each condition.

Six hypotheses were generated, two a priori and four a posteriori. The two a priori hypotheses were tested by an analysis of variance on the data when aggregated across grade level. The error term from the analysis was then used in two different ANOVAs to investigate the alone/evaluation x alone/no evaluation and the group/evaluation x group/no evaluation significance. A 2 x 2 x 2 (grade x audience x evaluation) ANOVA was used to test the remaining hypotheses. An alpha level of .05 was established for the rejection of all null hypotheses.

Results of the ANOVA conducted to test the six hypotheses revealed two significant effects: (1) a significant main effect for evaluation indicating that children who read in the evaluation conditions made significantly more errors in oral reading than when reading in the no evaluation conditions; and (2) a significant audience x grade level interaction. Tests for simple effects of the significant interaction failed to indicate significant differences.

The findings of the study revealed Cottrell's model the more efficient predictor of behavior. Results were then discussed in relation to mainstreaming mildly handicapped children, specifically the possibility that contact with nonhandicapped children may not be in the best interests of the handicapped child.

EFFECTS OF A SHORT-TERM TITLE I PARENT INVOLVEMENT PROGRAM IN READING USING PARENT HELP PACKETS IN THE HOME

Order No. 8016542

HOLSINGER, KATHRYN GOOLSBY, PH.D. *The University of Florida*, 1979. 105pp. Chairman: Dr. Linda L. Lamme

This study investigated the effects of a short term Title I parent involvement program using individually prescribed activities sent into the home as a means of: (1) improving reading skills of primary age children and (2) increasing parental involvement in the school setting. The Parent Help Program is a response to the concern of educators and legislators regarding the lack of parent involvement in Title I programs, particularly in large urban areas. This study analyzed the effectiveness of the Parent Help Program in order to determine the impact of an individualized parent involvement program on: (1) students' achievement in reading skills; (2) students' attitude toward school and reading; and (3) parents' contact with the school.

The sample ($n = 80$) was randomly selected from the population of Title I children in the first, second and third grades attending a large metropolitan elementary school in Jacksonville, Florida. Children in the treatment group ($n = 40$) received 13 weekly individually prescribed Parent Help Packets. Each packet was prescribed following a set of six specific criteria.

The sample was pretested and posttested on the Stanford Achievement Test Reading Section, the Duval County Essential Skills Reading Test, and the Schonell Graded Word Reading Test. Data analysis consisted of a three-way analysis of variance using treatment, grade, and sex as factors. Statistically significant results ($\alpha < .001$) were found on the mean gain scores of the Schonell Graded Word Reading Test; however, no statistically significant ($\alpha < .05$) results were found for the mean gain scores on the SAT or the EST.

The Battle Student Attitude Scale was administered as a posttest. No statistically significant ($\alpha < .05$) results were found between groups on the mean scores on the BSAS. A compilation of parent-teacher conferences, parent initiated parent-teacher phone conferences, and attendance at Parent Advisory Council meetings yielded a score for each parent's contact with school. A t-test procedure showed significant ($\alpha < .0044$) difference between treatment and comparison groups.

The findings in this study suggest that a parent involvement program using individually prescribed activities sent into the home is an effective means of improving some specific reading skills of primary age children and increasing parental involvement in the school setting.

A STUDY OF THE EFFECTIVENESS OF THE DEVELOPMENTAL READING PROGRAM AT NORTHERN VIRGINIA COMMUNITY COLLEGE'S ANNANDALE CAMPUS

Order No. 8026336

LESNICK, HOWARD MICHAEL, ED.D. *The George Washington University*, 1980. 106pp. Chairperson: Anthony Marinaccio

The purpose of this study was to determine the effectiveness of three developmental reading course options at the Annandale Campus of Northern Virginia Community College. The options were a course in reading improvement, a verbal studies laboratory, and simultaneous enrollment in both. Reading comprehension improvement as measured by post-course scores on a Cloze-type test, adjusted for pre-course scores, was the dependent variable; student status (*e.g.*, terminal, transfer) and sex, and the course options selected, were used as primary independent variables, and were studied by an analysis of covariance (with interactions tested). The three course options were analyzed by a T-test. Other independent variables, demographic and matricular, were analyzed by simple frequency distributions.

By use of the analysis of covariance, no significance was found at the .05 level between the mutually exclusive course options with respect to reading comprehension improvement; however, T-tests performed upon the unadjusted means of the pre- and post-treatment Cloze scores for each of the three groups showed that each of the course options did have a significant effect (at the .05 level) in improving the reading comprehension of the students in the sample.

Further research along the lines of this study and the use of standardized tests in developmental reading programs were recommended. The Cloze tests should be retained at the school for diagnostic and teaching purposes only. Research should be conducted to determine: (1) persistence and academic performance of developmental students after leaving the developmental programs and entering regular college credit programs; (2) the influence of various methods and types of treatment in developmental reading on the ability to read technical material; (3) the correlation between traditional programs and instructional processes in effecting improved reading comprehension for developmental students; and (4) the importance and optimal numbers for class size in developmental reading instruction.

EFFECTS OF SMALL GROUP INSTRUCTION IN COMPARISON TO LARGE GROUP INSTRUCTION ON THE ORAL LANGUAGE PERFORMANCE OF LANGUAGE DELAYED PRESCHOOL CHILDREN

Order No. 8020669

LOWENTHAL, BARBARA, ED.D. *Northern Illinois University*, 1980. 132pp.

The purpose of this study was to investigate the effect of small group instruction in comparison to large group instruction on the oral language performance of language delayed preschool children. Forty language delayed children between the ages of 39 to 60 months were the subjects for this research. The sample was divided into two control or large groups of 10 children and six experimental small groups. There were three children in four of the small groups and four children in each of the remaining two groups.

The investigator taught the experimental groups and another instructor taught the control groups. Both the investigator and the instructor were experienced teachers of preschool handicapped children. The language instructional time for both the experiment and control groups was limited to 15 minutes for five days a week for a period of six months. During these times, the investigator and the other instructor taught an eclectic language curriculum.

The *Peabody Picture Vocabulary Test* (PPVT), Form B was administered as a pretest to all subjects in this study. The PPVT, Form A was administered as a posttest. The *Preschool Language Scale* (PLS) also was administered to all the subjects as a pretest and a posttest. The form of statistical testing for this study was an analysis of covariance. The covariates were the PPVT, Form B and the PLS Auditory Comprehension, Verbal Ability, and Language Age subtests. The PPVT, Form A posttest scores and the PLS posttest scores provided the data for analysis in this study. A scattergram analysis was employed when there was interaction between the variables of age and sex.

The pertinent results of this study were: (1) There was a significant difference in oral receptive vocabulary when the main effect of group was analyzed. No significant main effects were found on age and sex. None of the interactive analyses was significant. The findings indicated that the experimental or small groups had significantly greater gains in receptive vocabulary than the control or large groups. (2) There was a significant difference in auditory comprehension when the main effect of group was analyzed. No significant main effects were found on age and sex. None of the interactive analyses was significant. The findings indicated that the experimental groups had significantly greater gains in auditory comprehension than the control groups. (3) There was a significant difference in verbal ability when the main effect of group was analyzed. No significant main effects were found for age and sex. None of the interactive analyses involving group was significant. The findings indicated that the experimental groups had significantly greater gains in verbal ability than the control groups. A significant interaction was found between age and sex. A scattergram summarized the direction of these differences. The findings indicated that the younger males scored higher than expected. In addition, the older females did not score as high as expected in comparison to the younger males. (4) There was a significant difference in language age when the main effect of group was analyzed. No significant main effects were found for age and sex. None of the interactive analyses involving group was significant. The findings indicated that the experimental groups had significantly greater gains in language ages than the control groups.

Recommendations for further study included replicatory studies with a larger population containing more female subjects, with an older population, and with a preschool population who do not have language delays. An investigation of the possible effect of family related data on small group instruction is also suggested as well as a follow-up study with the same population.

THE EFFECTS OF GROUP COUNSELING ON SELF-CONCEPT AND ACADEMIC PERFORMANCE OF A SELECT GROUP OF SEVENTH GRADE STUDENTS IN A REMEDIAL READING PROGRAM

Order No. 8022817

LUCERO, KATHLEEN FRANKS, ED.D. *Wayne State University*, 1980. 181pp.

Reading is one of the important skills essential for success in our society that seems dependent upon a healthy self-concept. If higher reading levels can be attained through remedial reading programs, would not group counseling, focusing on improving self-esteem, cause even greater gains?

The purpose of this study was to determine the effect of the Curriculum Adjustment for Individual Needs (CAFIN) program upon the self-concept of disadvantaged students in a Seattle junior high school and whether supplemental group counseling would have an enhancing effect.

Twenty-four students were selected for group counseling from those students in the remedial reading program whose parents had given

permission for administering the Coopersmith *Self-Esteem Inventory* to them and to participate in group counseling. These students were excused from second period physical education or science classes 25 minutes once a week during spring semester. The control group of 31 students, also involved the CAFIN program, were in the same physical education and science classes but did not receive group counseling. There were four counseling groups, two female and two male.

Responses to the following questions were sought in this research study: (1) Would gains in academic achievement made by CAFIN students be accompanied by increased gains in self-concept as measured by the Coopersmith *Self-Esteem Inventory*? (2) Would students in group counseling make greater gains in academic achievement than those not receiving it, as measured by the *Metropolitan Achievement Test*? (3) Would students receiving group counseling make higher grades by the end of the school year than those not in counseling groups? (4) Would students receiving group counseling have higher academic grades, fewer absences and tardies the following year than those in the control group?

The design used in this study was a pretest-posttest control group design with partial random assignment of subjects for treatment. The treatment was the independent variable with two levels, an experimental and control group. The dependent variables were the various tests used as well as grade point averages, absences and tardies following the treatment period. Age and the pretreatment measures of tests and grades plus attendance were used as moderator variables.

The principal test used to examine differences in the mean gains of the two treatment groups was the analysis of covariance: an alpha of .05 was considered significant in all tests.

The group counseling process was designed to aid individuals in sharing problems with their peers, exploring alternatives, developing self-confidence as well as skills in decision making.

Although no significant differences in the mean gains on individual measures concerning reading level, self-concept, grade point average or improved attendance could be found between the treatment groups, it was determined that when considered collectively, the experimental girls' groups did significantly better than those girls in the control group.

Further research involving group counseling with remedial reading programs should be implemented with younger students since their frustration through academic failure and lowered self-esteem might be more easily modified. Longer group counseling sessions for a greater period of time with enrollment of the treatment groups in a special class, rather than excusing them for part of a period, should reduce frustration on the part of students and staff. Greater involvement of the counselees' "significant others" (parents and teachers) should be considered another adjunct. Group counseling, with its opportunity for increased self-confidence and self-esteem, may in turn influence future success particularly academic.

EFFECTS OF USING A LANGUAGE EXPERIENCE APPROACH WITH EITHER A PHONICS, WHOLE-WORD OR A COMBINATION PHONICS AND WHOLE-WORD APPROACH WHEN TEACHING READING TO LEARNING DISABLED STUDENTS HAVING FIELD-DEPENDENT AND FIELD-INDEPENDENT COGNITIVE LEARNING STYLES

Order No. 8019146

MOLEY, PAULINE FRANCES, PH.D. *University of Missouri - Kansas City*, 1980. 154pp.

The purpose of this study was to investigate the effects of using either a phonics, whole-word, or a combination phonics and whole-word approach with a language experience approach when teaching beginning reading to learning disabled students who appear to have contrasting cognitive learning styles. According to cognitive learning style measures, the students participating in the study had individual preferences in the way they processed information. In this study, an attempt was made to determine the type of beginning reading instruction approaches which complement the cognitive learning styles of reading disabled students.

The subjects in the study were sixty urban elementary school children in grades one through six. The students were classified as learning disabled and were reading at least one year below grade level but not above a second grade reading level according to the reading comprehension subtest of the Stanford Achievement Test (Primary Level I, Form A). The students were classified as either field-dependent, Type I, or field-independent, Type II, on the basis of scores on the Children's Embedded Figures Test.

Fifteen learning disability teachers were randomly assigned to Group A, Group B, and Group C, each group consisting of twenty students, ten of whom were field-dependent and ten of whom were field-independent. Each teacher worked for thirty minutes per day, four days per week, for six weeks with two of his or her most field-dependent, Type I, students and two of his or her most field-independent, Type II, students.

Treatment group A used the Syntactic-Semantic Approach (SSA) which was designed to focus on the holistic or global cognitive style of the field-dependent, Type I, student. Treatment group B used the Graphemic-Phonemic Approach (GPA) which was designed to focus on the partistic or analytic cognitive style of the field-independent, Type II, student. Treatment group C used the George Syntactic-Semantic-Phonemic approach (George S.S.P.) which was designed to focus on the cognitive strengths of both the field-dependent, Type I, student and the field-independent, Type II student.

An analysis of the data showed that the field dependent, Type I, students made more reading gains than the field-independent, Type II, students regardless of the reading treatment approach, Syntactic-Semantic (whole-word), Graphemic-Phonemic (phonics), or George Syntactic-Semantic-Phonemic (combination). Second, the field independent, Type II, students learned more words at sight than the field-dependent, Type I, students when either a whole word or a combination approach was used. Finally, the field-dependent, Type I, students learned more words at sight than the field-independent, Type II, students when the Graphemic-Phonemic (phonics) approach was used. The latter result seems to point to the importance of partistic, that is phonics, instruction in the learning of beginning reading for field-dependent, Type I, students when the instruction is presented in a personal one-to-one learning situation.

Finally, it appears as though the findings were influenced by more factors than just those initially predicted. Field-dependence, and field-independence, are pervasive cognitive style dimensions which influence a student's mode of interacting with various aspects of the teaching-learning environment. The present study focused on only one of those aspects, the effects of methodology on reading achievement when applied to field-dependent, Type I, students and field-independent, Type II, students.

The data analysis suggests that in order to gain further understanding and insights regarding the influence of cognitive style and the learning of reading factors such as the structure of the learning environment, the structure and content of the material, the types of reinforcement used, and the cognitive style of the teacher as well as methodology should be studied in subsequent investigations.

PRE-ACADEMIC PREDICTORS OF SUCCESS IN A MULTISENSORY READING PROGRAM

Order No. 8012194

MORRISSEY, PATRICIA JO, ED.D. *University of San Francisco*, 1979. 233pp. Chairperson: Laurence A. Bishop

This research investigated the relationship between the learning characteristics of high risk kindergarten children placed in a specialized curriculum and their success in reading in the primary grades.

The kindergarten assessment program used by an elementary school disrtrict was examined to determine its effectiveness in predicting which children were successful in the Slingerland program. This program uses a multisensory approach to teach reading, writing and spelling to pupils suspected of learning disabilities. Data relative to pupil performance on the twelve subtest kindergarten battery as well as test scores on group achievement tests in reading at grades one, two, and three were available for the years 1971-1978. The study hypothesized that there would be a significant correlation between the kindergarten assessment variables and measures of success in the Slingerland program.

One hundred seventy-five children who participated in the kindergarten assessment procedure during 1971, 1972, and 1973 and were placed in regular classrooms were tested in reading at the end of the first, second, and third grades. A set of predictor variables was identified through regression analysis. These predictor variables were tested against reading success on one hundred thirty-five regular classroom students who participated in the kindergarten assessment procedures during 1974 and 1975.

Similarly, forty-four students from 1971, 1972, and 1973 who participated in the kindergarten assessment procedure and were placed in the Slingerland program were tested in reading each year from first through third grade and a set of predictor variables was obtained. These predictors were then tested against a second group of twenty-seven Slingerland children identified in the 1974 and 1975 kindergarten assessment battery.

The predictor variables from the 1971, 1972, and 1973 non-Slingerland children were then tested against the reading achievement of both groups of Slingerland children to test for program effects. The results were as follows: (1) In the non-Slingerland population, the kindergarten assessment battery was highly correlated with reading success at each grade level. (2) The best predictors of reading success in the non-Slingerland population at first and second grades were perceptual tests while by third grade language measures became more predictive. (3) In the non-Slingerland group, the correlations between predicted scores and actual reading scores were significant at all grades, increasing from first to third grade. (4) In the Slinglander group only two of the twelve variables in the kindergarten assessment procedure correlated significantly with reading success at any of the three grade levels. (5) Although the correlations were lower, many of the same subtests turned

out to be predictors in the Slingerland group. Language measures also surfaced as predictors at the third grade although perceptual subtests were still important predictors. (6) There were no significant correlations between predicted scores and actual scores in the Slingerland group using the Slingerland predictor variables. (7) Program effect demonstrated by increased correlations from first through third grade was not found.

This study found no correlation between a set of pre-academic assessment variables and reading achievement in the Slingerland program. Some children make progress in the Slingerland program, some do not. The inability of this battery of perceptual, cognitive, and language measures to predict the reading success within the Slingerland program demonstrates that rather than making global statements about the accuracy rate of screening batteries, the skill necessary for success in special intervention programs must be studied.

A STUDY TO IDENTIFY AND DESCRIBE READING INSTRUCTION USED IN ARIZONA PUBLIC HIGH SCHOOLS FOR THE LEARNING DISABLED STUDENT Order No. 8018712

OSTERTAG, BRUCE ANDREW, ED.D. *Northern Arizona University*, 1980. 146pp. Adviser: Dr. John Rambeau

Purpose. The purpose of this research was to identify and describe the reading instruction used with Arizona public high school learning disabled students. These reading programs were explored according to four major reading areas: organization, skills content, assessment tools, and materials. More specifically, the purposes of this study were to determine: (1) what organizational reading methodologies and approaches were employed; (2) what reading skills were taught; (3) how learning disabled students were evaluated for reading progress; (4) what reading tests were used for assessment; (5) what were some of the commonly used reading materials; and (6) if reading instructional differences existed in learing disability programs between Arizona public high schools with small student body populations and large student body populations.

Methodology. The population of this study included 122 Arizona public high schools. A questionnaire was sent to 106 of the high school principals. Each principal gave the scale to a maximum of two special educators of the learning disabled. The remaining 16 high schools were visited for personal interviews using the questionnaire as the interview tool. A total of 138 high school learning disability special educators responded from 96 schools.

Descriptive and inferential statistics plus written narration served as the foundation for processing the compiled information. Analysis of the data was done through manual and S.P.S.S. computer program tabulation. The statistical analyses were made through the appropriate implementation of: means, rank-orders, frequencies, percentiles, and Chi-square comparisons of Independent Samples for special educators from schools with under 500 students and over 2,000 student body populations.

Findings. Less than five percent of Arizona's high school students were reading at their appropriate grade level. The most popular reading approach was Individualized Reading. Also, the most used grouping method was through individualized instruction. Eighty percent of the respondents affirmed that they administered both formal and informal reading evaluations. Some thirteen percent used C.U.E.S.-derived reading assessments. Sixty-one percent of the responding special educators were responsible for the reading instruction of their learning disabled students. In all, fifty-two percent of the special educators taught reading skill needs. Reading-interest inventories and the maintenance of reading-skill checklists for their learning disabled students were maintained by one-half of all respondents. Forty percent of the responses indicated that special educators should also possess a Reading Specialist Endorsement. The respondents were divided between a Team Approach or the Special Educator as the best source of reading instruction for the learning disabled population. Comprehension and Survival Reading Skills were the two reading skill areas stressed by the respondents. Diagnostic Reading Test Batteries were the most used type of assessment tool. The Wide Range Achievement Test, the Woodcock Reading Mastery Test, and the Peabody Individual Achievement Test far surpassed any other type of reading test. Nine categories of reading materials used by high school-level special educators were listed in the Appendix section. Only two measures yielded Chi-square significance based upon school population size: C.U.E.S.-derived reading tests and reading responsibility.

MAINTENANCE AND GENERALIZATION OF TUTOR READING AND SOCIAL BEHAVIOR AS A FUNCTION OF APPROVAL TRAINING FOR TUTORS IN REMEDIAL READING CLASSES

Order No. 8022146

POLIRSTOK, SUSAN ROVET, ED.D. *Columbia University Teachers College*, 1980. 279pp. Sponsor: Professor R. Douglas Greer

This study employed a combined multiple baseline and extended reversal design containing several treatment phases to assess the effects of a treatment package on tutors' and tutees' daily reading achievement scores, tutors' on task behavior in two separate settings from the tutoring setting, and tutors' and tutees' mutual approval rates. The three experimental tutoring conditions plus a token economy that were in use were: tutoring without training, tutoring with training plus tokens, and tutoring with training but without tokens. This allowed for each of the tutoring conditions to be evaluated separately. The three students in Exp. I and the four students in Exp. II who served as tutors were selected on the basis of their academic and discipline problems. The 15 tutees in Exp. I and the 20 tutees in Exp. II were selected at random from a population of seventh grade students. All tutors and tutees were chosen from an inner-city junior high school in the northeastern part of the United States.

The questions examined in these two experiments included: (1) Will the tutor training and implementation of the treatment package affect the social and/or academic behaviors of tutors and/or tutees? (2) Will cross-setting generalization or maintenance occur with tutor and/or tutee social and academic behaviors? (3) To what extent will the relationship between tutor and tutee approval be reciprocal? To what degree will they correlate with each other? (4) What component or components of the treatment package will be most effective in increasing appropriate tutor and tutee academic and social behaviors?

Evidence to answer these questions was derived from daily observations. These observations sought to: (a) assess the correlation between tutor and tutee approval, (b) assess the number of tutor intervals on task and tutor achievement levels in two separate settings, (c) assess tutee on task performance and tutee reading achievement and (d) collect postcheck data as a means of determining maintenance of behavior.

The findings showed that treatment was implemented successfully for subjects in both experiments with behaviors that generalized and were maintained in nonexperimental class settings. Substantial reading improvement occurred for tutors as well as for tutees, as evidenced by daily reading scores as well as by norm referenced measures. Tutor approval correlated highly with other variables, resulting in improved tutee reading behavior as well as in collateral behavioral gains for tutors themselves. These gains were a direct result of the cued high approval for tutors and the use of tokens. According to the findings, the use of tokens produced dramatic results over time. This suggests that it is not the extensive training tutors received that produced these behavioral changes, but the tokens themselves.

An important finding in Exp. II was that increased tutor performance was not a function of conditioned reinforcement value for reading but rather a function of cued reinforcement and increased on task time for tutors. The maintenance of this increased tutor behavior is believed to be a function of tutee approval. That approval in this study was reciprocal is really an indication that tutors and tutees alike have learned to recruit the natural reinforcement in the environment.

In summary, a nonconventional tutorial model was implemented where tutors who were low performing students with behavioral problems received high approval training. This cued high approval resulted in increased tutee performance and considerable collateral generalization for tutors. The advantages of using this type of tutorial model are substantial enough to offer a strategy for educators that can be implemented with minimal expense and teacher time.

THE ABILITY OF HIGH RISK COLLEGE FRESHMEN TO USE SPECIFIC CONTEXT CLUES TO DERIVE WORD MEANINGS

Order No. 8025157

REITH, ROBERTA K., PH.D. *Temple University*, 1980. 96pp. Major Adviser: Thomas Lackman

The major purpose of this study was to determine the ability of high risk college freshmen to use five designated context clues to derive the meanings of unknown words. Also studied were the effects of test format and grammatical class on the ability to derive word meanings through the use of context clues.

The subjects were 54 freshmen students at a small, liberal arts college in West Virginia. All were considered "high risk" according to criteria set by the college. That is, all had scored below the 24-44th percentile band on the Reading Comprehension subtest of the Cooperative English Tests.

Five types of context clues were used in the test materials: direct description, contrast, cause-effect, linked synonyms and/or appositives, and language experience. Two 20-item test forms were constructed. Within each form, each context clue appeared once in combination with each of four grammatical classes: nouns, verbs, adjectives, and adverbs. Each item required the subjects to define a single nonsense word imbedded in a short passage. Form 1 of the test provided multiple-choice answers while Form 2 required that the subjects provide definitions in their own words. Subjects were also asked to state why they chose or provided the answers they did for each question.

Data were analyzed using a three-way analysis of variance with repeated measures on all factors: test form, grammatical class, and context clues. Post hoc multiple comparisons of treatment means were carried out using the Tukey HSD test.

Form 2 of the test was found to be significantly ($p < .05$) more difficult than Form 1. There were no significant differences between test forms regarding the hierarchy of difficulty for the context clues. This hierarchy, in order of increasing difficulty, was: contrast, cause-effect, language experience, direct description, and linked synonyms and/or appositives. The only significant ($p < .05$) differences were between linked synonyms and/or appositives and contrast and cause-effect. No significant differences were found for grammatical class generally. However, there was a significant ($p < .05$) difference between the two test forms for the effect of nouns. Nouns on Form 1 proved to be the least difficult class while on Form 2 they were the most difficult.

An evaluation of the comments accompanying each question indicated that the subjects were able to convey that they were aware of the clue built into the test item 55% of the time. Certain clues appeared to be more easily identified than others.

AN INVESTIGATION OF THE EFFECT OF AN ESAA-FUNDED SUMMER REMEDIAL READING AND MATHEMATICS PROGRAM ON THE SELF-CONCEPT AND LOCUS OF CONTROL ORIENTATION OF ELEMENTARY STUDENTS

Order No. 8023169

REYNOLDS, BIBB GRAVES, ED.D. *University of Georgia*, 1980. 142pp.
Director: Morrill M. Hall

The purpose of this study was to investigate the effects of an Emergency School Aid Act (ESAA)-funded summer remedial reading and mathematics program on the self-concepts and locus of control orientation of elementary school students. A sample of 204 students in grades 4, 5, 6, and 7 from four urban schools in East Central Georgia was selected for the study. The students participated in a six weeks summer program designed to remediate reading and mathematics achievement deficiencies. One-hundred twenty-eight of the subjects were Negro and 76 were Caucasian. The program was highly structured, well-supervised, individualized, and afforded frequent and immediate feedback to students. Additionally, program objectives were specified in behavioral terms and staff training was ongoing.

Subjects responded to three instruments, *The How I See Myself* self-concept scale, the *Intellectual Achievement Responsibility Questionnaire*, and the *Iowa Tests of Basic Skills*. Instruments were administered prior to the ESAA program, at the conclusion of the program and three months after the conclusion of the program.

It was hypothesized: that students who participated in the program would become more positive in their self-concept; that they would become more internal in their locus of control orientation and that Negroes and males would show greater change in self-concepts and locus of control orientation than would Caucasians and females. It was also hypothesized that there would be positive correlations between changes in self-concept and changes in achievement and between changes in locus of control orientation and changes in achievement.

The design of the study was based on Campbell and Stanley's design number 2, the Separate Sample Pretest-Posttest Design, where each subject was used as his own control. Hypotheses concerning changes in the two attitudes under investigation were analyzed using repeated measurement analysis of variance. Multiple comparisons using the Scheffe procedure were made on all significant F-ratios. Hypotheses concerning the differences in attitudinal changes between Negroes and Caucasians and male and female were analyzed using an analysis of covariance. Hypotheses concerning correlations between changes in attitude and achievement were analyzed using the Pearson-Product-Moment Correlation Coefficient.

Students who participated in the program became significantly more positive in their self-concept and more internal in their locus of control orientation. The hypothesized difference in changes in locus of control orientation between Negro and Caucasian students was not found. Male students did show a significantly greater change on the I- subscale of the *IARQ* than did females though no significant differences were noted between changes on the I+ subscale between sexes. No significant differences were found in changes on the *HISM* scale by race. Male students did show a significantly greater change on the I- subscale of the *IARQ*. Weak positive correlations were noted between changes in student achievement and locus of control orientation. Weak positive correlations were found between changes in reading achievement and Personal Appearance and in changes in mathematics achievement and in Autonomy and Academic Adequacy (dimensions of the *HISM* scale).

It may be concluded that remedial programs of the type funded under the Emergency School Aid Act offer promise as vehicles for enhancing student locus of control orientation and self-concept. The data tended to refute earlier findings of researchers showing Negroes self-concepts to be lower than Caucasians and for Negroes to tend to be more external in their locus of control orientation. The Negro subjects in this study tended to be more positive in their self-concept and more internal in their locus of control orientation than their Caucasian counterparts.

CRITICAL READING CRITERIA USED BY NON-PROFICIENT READERS IN COLLEGE

Order No. 8016290

ROBBINS, LOUISE DUNBAR, ED.D. *Hofstra University*, 1980. 138pp.

The major purposes of this exploratory study were: (1) to determine the criteria used by the non-proficient reader in college when critically reading expository prose for the purpose of evaluating it as a source of information for a research paper; (2) to determine what relationship existed between (a) passage comprehension as revealed by a cloze exercise score and (b) the number of appropriate criteria used to evaluate a passage selected from among three possible choices as the best source of information for a research paper; and (3) to determine the degree to which non-proficient readers in college can distingush between appropriate and inappropriate criteria when presented with a list which contains both types of criteria intermixed.

In order to achieve these purposes, 22 community college students whose scores on the Comprehension and Word Meaning subtests of the Stanford Diagnostic Reading Test, Form A, Level III, were selected to participate in the study.

Three experimental passages were selected by the investigator. As a comprehension check on these passages, the subjects were given a 250-word cloze test on each passage. Then subjects were asked to read the intact, 1000-word passages, to select the one they deemed the best source of information for use in a research paper on the current and historic functions of the family as a unit in our society, and to list the criteria employed in evaluating the passage selected. Then the subjects were given an intermixed list of appropriate and inappropriate criteria and were asked to select those that they felt were appropriate evaluative criteria. This was followed by a retrospective interview concerning past instruction and past experiences in independent critical reading situations.

Oral and written responses were classified as author-related, reader-related, content-related, presentation-related, personal-subjective or miscellaneous.

Frequency counts and percentages were utilized to compute (1) the number, variety and extent of use of evaluative criteria; and (2) the extent to which the subjects could distinguish between appropriate and inappropriate criteria. The Pearson product-moment correlation formula was applied to the data to determine the relationship between passage comprehension and the number of appropriate criteria used in passage evaluation.

Findings were that (1) subjects employed a wide variety of appropriate and inappropriate criteria in passage evaluation; (2) subjects used more appropriate than inappropriate criteria in evaluation; (3) as a group of subjects were able to distinguish between most appropriate and inappropriate criteria; and (4) the correlation between passage comprehension and the number of appropriate criteria used in passage evaluation was low ($r = .31$).

Based on those findings, the following conclusions were drawn: (1) either through incidental learning or direct instruction, the subjects had gained some knowledge of critical evaluation criteria; (2) the subjects were unaware of the inappropriateness of some criteria which might be used in critical evaluation until cued to their existence by one phase of this investigation; (3) subjects were unaware of the importance of objectivity in critical evaluation; and (4) improving literal comprehension would not substantially improve ability to utilize more appropriate criteria in critically evaluating an expository passage.

Suggestions for further research include: (1) replication of the study with average and superior readers; (2) a comparative study of a conventional critical reading curriculum and one based on the classification framework developed for this study; and (3) an investigation of present pre-service and in-service preparation of reading teachers to teach critical reading skills.

EFFECTS OF NONVERBAL, SEMANTIC LABEL, AND NONASSOCIATED LABEL ENCODING TASKS ON THE SHORT-TERM MEMORY FUNCTION OF NORMAL AND LEARNING DISABLED READERS

Order No. 8023899

SCARPATI, STANLEY EDWARD, ED.D. *University of Northern Colorado*, 1980. 125pp.

Purpose. This study was designed to investigate further the relationship between nonverbal and linguistic (semantic) encoding and short-term memory of normal and learning disabled readers. The information derived would validate and extend the verbal-visual (linguistic) integrative deficit hypothesis as possible cause of reading difficulties in children. Also, the perceptual deficit and verbal rehearsal positions to reading problems were tested.

Subjects. The research sample was comprised of 30 normal and 30 learning disabled readers. Thirty children in each group were approximately 7.5 years of age and 30 children in each group were approximately 10.5 years of age. All children were randomly selected, utilizing predetermined criteria, from regular and special education (learning disabilities) classes in a Northern Colorado community. Normal readers were defined as reading between the 40th and 68th percentile on standardized reading achievement tests. Learning disabled readers were identified according to state guidelines and reading at or below the 25th percentile on standardized reading achievement tests. All subjects were matched on age, sex and IQ.

Procedures. Each subject was exposed to a probe-type serial recall task using six nonsense visual forms in three treatment conditions. All visual stimuli and all treatment conditions were randomly presented to each subject. Condition 1 presented the stimuli in a nonverbal (visual) form. Condition (semantic) 2 utilized overt labels that represented the visual shapes to some degree. Condition 3 utilized nonassociated overt labels that were considered not to represent the visual shapes. All visual stimuli were selected from Vanderplas and Garvins (1959) assortment and were of low content and association value.

Research Design/Statistical Analysis. A split-plot research design, utilizing a four factor analysis of variance, provided for the calculation of the dependent measures. Two age levels x 2 reading groups x 3 treatment conditions (repeated measures) x 6 serial positions (repeated measures) comprised the four factors. Dependent measures were selected from Signal Detection Theory. A d' discrimination index was computed from the raw data to determine memory accuracy. A response bias (C_j index) was used to reveal any unique responding patterns.

Findings. No age differences were found between reading groups. However, interaction of age x treatment x group revealed normal readers as far superior to disabled readers across all treatment conditions. No differences were found between groups in the nonverbal condition. Both verbal conditions differentiated normal readers from the disabled at both age levels. Younger normal readers outperformed both younger and older learning disabled in both verbal conditions. Significant serial position effects were contributed by superior recall of all readers at positions 6, 5 and 1. In general, normal readers scored higher across all serial positions, except position 6 during both verbal conditions. Response biases indicated no unique responding patterns for any group during any treatment condition.

Conclusions. Nonverbal (visual) recall did not distinguish the normal from disabled readers, countering the perceptual deficit hypothesis. Normal readers were superior in recall during both verbal conditions indicating the learning disabled are unable to encode visual information due to possible linguistic deficits. The amount of semantic information in the reading process creates a hardship on the disabled readers.

Recommendations. Research recommendations included a replication study using older (12-14 years) learning disabled children. Also, research investigating other linguistic processes, using nonlearning disabled but poor readers, and breaking down semantic memory in specific linguistic units was suggested.

COMMUNICATION BETWEEN THE HANDICAPPED AND NONHANDICAPPED: AN INVESTIGATION OF MAINSTREAMING

Order No. 8025166

THOMPSON, TERESA LOU, PH.D. *Temple University*, 1980. 152pp. Major Adviser: Art Bochner

The present study was primarily concerned with the development of communication skills in physically handicapped children. Since these children are often denied contact with peers because of their disabilities, it has been suggested that they may be unable to develop the perspective taking ability necessary for adapting communication to a specific listener. It has also been suggested that the increased contact provided by mainstreaming handicapped children into public school classrooms may help alleviate this problem. First, third and sixth grade handicapped and nonhandicapped, mainstreamed and nonmainstreamed children were tested on their listener-adaptation abilities in general and on their adaptation to handicapped children, using pictures as stimuli for messages. The communication patterns in the mainstreamed classrooms were examined by a network analysis to determine the integration of the mainstreamed, handicapped children. The results support the hypothesis that handicapped children are deficient in listener-adaptation. Mainstreaming seems to improve this, but does not bring them up to the level of their nonhandicapped peers. Neither handicapped nor nonhandicapped children are as adept at adapting to handicapped others as they are to nonhandicapped others, and mainstreaming does not seem to improve the ability of children to adapt to the handicapped. The handicapped children are somewhat integrated into the social structure, although not as much as the nonhandicapped children. Developmental trends are present in both listener- and handicap-adaptation. Overall, participation in a mainstreaming program seems to have some positive effects on handicapped children, and few effects on the nonhandicapped.

THE READING AND STUDY SKILLS PROGRAM AT NORTHERN ILLINOIS UNIVERSITY, 1963-1976 Order No. 8020783

WALKER, MARY MARGARET JONES, ED.D. *Northern Illinois University*, 1980. 133pp.

The purpose of the study was to develop an historical account of the voluntary Northern Illinois University Reading and Study Skills Program and to analyze selected program components. The problem was twofold: (1) to provide an historical record of the program's thirteen-year existence, from 1963 through 1976, and (2) to analyze program components in order to determine program effectiveness. The components were: Administration, Population, Curriculum, and Evaluation.

The methodology of historical research was used from the collection, organization, and evaluation of the data to the derivation of the conclusions from their relationships and interrelationships. The evolution of the program paralleled the national trend of that time: reading remediation, developmental reading and study skills, and the emergence of the more eclectic learning assistance support systems.

During the first six years, the expansion of the program was facilitated by institutional responsiveness to the apparent need of reading and study skills improvement services for college students. Among the program's contributions which led to university acceptance and support of the program for those years were: (1) the extension of clearly defined services to the university population and its subcultures of foreign students, academic probation students, and selected disadvantaged freshmen; (2) the addition of study skills to the developmental reading program; (3) the dissemination of periodic communications and accountabilty data to key university personnel; and (4) the sequential development of a curriculum for reading improvement.

The final seven years represented a time characterized by changes in the population, administration, and curriculum of the program. Concurrent changes were reflected in budgetary constraints for the university and in the direction and emphasis of student services provided by the Division of Student Affairs and the University Counseling/Student Development Center under whose auspices the program was operated. Consequently, the noncredit status of the program and financial exigencies, accompanied by personnel reductions in the Center, resulted in a reassessment of the efficacy of the Reading and Study Skills Program by the Division in 1973. Following an evaluation of the program conducted by a committee comprised of faculty and administrative staff from the Division, the decision was made to terminate the program in 1976. Budgetary constraints, minimal program accountability data, and similar programs elsewhere on campus were cited as factors contributing to the rationale for closing the program.

However, an analysis of the data for the thirteen years shows that the Northern Illinois University Reading and Study Skills Program was perceived as effective by the participants. Research studies, formal and informal reading test scores, student participation supported by attendance records, and continuous student evaluations tend to substantiate the effectiveness of the program.

Recommendations for further research suggested by the study include: (1) conduct investigative studies to identify the diagnostic instruments, processes, procedures, and materials that are the most efficient in effecting substantive change in college students' reading skills and study habits; (2) undertake evaluative studies to determine the effectiveness of instruction within reading and study skills programs--the effect on student attitudes toward reading, the effect on college attrition rates, the permanency of the benefits, and the relationship between reading improvement and college grades; (3) determine the relationship, if any, between reading achievement, grade point average, and university retention of the former Northern Illinois University program participants; (4) compare the retention and graduation rate of the participants with those

of nonparticipants to determine if they were significantly different; and (5) identify the process and procedures appropriate for effecting change in the cognitive competency of older students returning to college, specifically those relating to reading skills and study habits.

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